

February 15, 2024

24-091

APPROVAL OF PROFESSIONAL LEAVES FOR FY24–25
FACULTY AND ACADEMIC PROFESSIONALS

PREPARED BY: Patti Battles, Executive Assistant, Academic Affairs
Katy Ho, Vice President, Academic Affairs

FINANCIAL
RESPONSIBILITY: Katy Ho, Vice President, Academic Affairs

APPROVED BY: Dr Adrien Bennings, President

STRATEGIC THEME: Belonging: Transform our learning culture toward creating a sense of belonging and well-being for every student; Delivery: Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem; Workforce: Respond to community and workforce needs by developing a culture of agility; Enterprise: Cultivate a long-term sustainable college enterprise

REPORT: Applications for professional leave were received and processed in accordance with Article 20 of the Agreement between Portland Community College and the Portland Community College Faculty Federation. The President has reviewed the applications and recommendations of the campus/district administration.

RECOMMENDATION: That the following Portland Community College faculty or Academic Professional be granted professional leaves for the purpose, time period, and salary payments indicated:

Josephine Pino
Full-time Faculty: Biology
One Term: Spring 2025
Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

The goal of this proposal is to polish and extend my work to date on developing a model for remote flipped teaching of Principles of Biology BI 211-213 by doing the following: 1) optimize my student-facing course modules and assignments in D2L, 2) produce

templates of key course design elements, including the Course Undergraduate Research Experience (CURE) model, and 3) share these templates across disciplines. By sharing resources we can become more responsive to the changing needs of our communities. My vision is to help catalyze efforts to increase the accessible options for students taking laboratory science courses.

Relates to PCC's Strategic Plan themes:

I made a [succinct diagram](#) that maps these elements of my proposal to the Strategic Plan.

Julianne Sandlin

Full-time Faculty: Art

One Term: Fall 2024

Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

My project aims to help instructors take a comprehensive approach to culturally responsive curriculum by developing a template that can be applied to any class. I will use the sabbatical to research and to develop a template that will be applied to ART 101, one of the highest enrolling art courses. The end goal is to make the template relevant for any course and to share it with faculty across the college. The template will provide an efficient but comprehensive means to foster culturally responsive curriculum and further efforts to create an environment of belonging, resulting in more equitable outcomes for all.

Relates to PCC's Strategic Plan themes:

Belonging--My project will transform the learning culture by providing an efficient but comprehensive means for faculty to apply culturally responsive curriculum to their courses. The template I develop during my sabbatical will be the means by which this transformation can take place.

Jen Klaudinyi

Full-time Faculty: Library

Two Terms: Fall 2024; Winter 2025

Salary: 75% of Annual Scheduled Salary

Purpose of Leave:

This professional leave proposal seeks to help me and the broader PCC community learn about generative AI in the context of information literacy. Generative AI raises many concerns for educators and librarians. How will we be able to discern what is true? Will these tools exacerbate problems like racism, sexism, and ableism that already exist all over the internet? How will these tools impact our ability to participate

as citizens in a democracy? I am interested in helping PCC educators empower information literate students effectively and justly in this developing context.

Relates to PCC's Strategic Plan themes:

This is addressed in-depth in my submitted proposal.

"This project especially aligns with two of the areas of focus in PCC's Strategic Plan: "Delivery" and "Workforce."

Within the "Delivery" area of focus, this project specifically relates to two of the objectives:

1. Cultivate a culture of student-focused teaching excellence, grounded in culturally responsive, anti-racist pedagogies.
2. Design and strengthen the innovative and appropriate use of technology, becoming a leader in advancing equitable student success in all learning modalities.

Educators need accessible and student-focused ways of engaging learners in a better understanding of how AI works and its potential impact and value. This project aims to develop a framework for creating teaching materials across disciplines and modalities. I will especially focus on the potential benefits and pitfalls of these technologies for underserved and marginalized students. For example, I will explore the potential generative AI has to help students with disabilities and students learning English. I will also examine potential problems these tools may exacerbate including racism and sexism, in order to help faculty and students mitigate these issues.

This project also supports the area of focus: "Workforce; respond to community and workforce needs by developing a culture of agility." It specifically relates to these objectives:

1. Create new and sustain existing programs that lead to living wage jobs with partners that are rooted in core values related to equitable opportunity through education.
2. Establish a holistic college and career readiness experience that is integrated in student orientation and connected to inclusive, anti-poverty, and equitable support programs and resources that include in-program coaching and career-launching support.

Information literacy instruction equips students as capable information seekers, users, and creators as they enter the workforce. To thrive in an ever-changing information landscape, our current curriculum must prepare students for a future workplace in which generative AI is already a reality. This project will center student perspectives on generative AI with the premise that PCC students are agents of change and any curriculum development should begin with a better understanding of what our students think, know, and value."

Annie Crater

Full-time Faculty: Life Science/Biology

One Term: Fall 2024

Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

I am requesting a one-term sabbatical (Fall 2024) to integrate lessons learned from my Peace Corps Peru Virtual Service Pilot experience into my Bi 234: Microbiology curriculum. These curricular changes will aim to broaden my allied health students' world perspectives and create authentic opportunities for reflection on power and access imbalances that exist in healthcare systems. This work is meaningful not only to the allied health students that I serve and the course curriculum that I shape, but also to my own sense of identity as a bilingual educator.

Relates to PCC's Strategic Plan themes:

My professional leave proposal supports PCC's Strategic Plan themes of belonging, delivery, and workforce. Student belonging and delivery will be enhanced through a revised microbiology curriculum and pedagogy that includes more diverse, global perspectives and the appropriate use of technology. The workforce theme will be supported by enhancing marketable skills of allied health students such as intercultural communication, respect, and curiosity for diverse cultures in healthcare.

Sarah Bentley**Full-time Faculty: Spanish (World Languages)****One Term: Spring 2025****Salary: 100% of Annual Scheduled Salary****Purpose of Leave:**

When I began my teaching career in 2004 in Portland, Spanish was taught and regarded as a "foreign" language. Now, twenty years later, Spanish is widely regarded as the "second" language of the U.S. The discipline has been (slowly) shifting accordingly and I want to take a deep dive into innovative approaches to Spanish language instruction. My goal is to reinvigorate and improve my own teaching practice, strengthen our program, and better serve our students for the decades to come.

My proposed "deep dive" will include coursework, travel abroad to observe Spanish instruction as a "second" (not "foreign") language, extensive readings and research, and interviews with faculty doing innovative work at other schools.

Relates to PCC's Strategic Plan themes:

My proposal aligns with both the delivery and belonging areas of focus.

Delivery:

My ultimate goal with this proposal is to improve the teaching excellence in our program by centering the experiences of our actual students, specifically those who are learning the language in order to connect with the Spanish-speakers in their real lives. Focusing our curriculum around our students' lived experiences and identities is an important component of culturally-responsive and anti-racist pedagogies.

Through this proposal I will also be studying how to intentionally interweave our curriculum with discussions on raciolinguistics, racial and ethnic identities in the

Spanish-speaking world and the history of colonization in Latin America, all while uplifting/ centering heritage learners in all our classrooms.

Belonging:

The central goal of this proposal is to increase students' sense of belonging by highlighting the Spanish our students use, hear, and need in their daily lives and in their communities. Consequently, I will better connect those linguistic experiences to what they're learning in our program. I want students to see themselves and the Spanish they hear in their real lives reflected in the curriculum, and their own experiences with the language centered and valued; I believe this will strengthen a sense of belonging in our classrooms, which is key in improving equitable student success.

Michael Annus

Academic Professional: Online Learning

3 months: Summer 2024

Salary: 100% of Annual Scheduled Salary

Purpose of Leave:

My project explores making interactive documentaries for PCC courses, including creating such a documentary about aspects of Estonian culture by way of my family there. This project has three phases, starting with finalizing the conceptual and logistical plans for the documentary as I prepare for travel to Estonia. For the second phase, I will be in Estonia conducting interviews, recording short videos and collecting other relevant materials. For the third phase, I will be in Portland putting together the interactive documentary.

Relates to PCC's Strategic Plan themes:

"Belonging": interactive documentaries can foster student and employee belonging by communicating individual and collective realities and experiences, and by bringing to light questions, issues, and concerns around diversity, equity, and inclusion.

"Delivery": interactive documentaries would add to the kinds of educational content and experiences we can create for PCC courses. These kinds of documentaries can bring the student closer to the center of the learning experience, allowing a higher degree of agency and engagement, contributing to improved student success.